

Synthesis in Education: Addresses Given at the Summer Conference Organized by the Institute of Sociology, at Newnham College, Cambridge, August, 1944. Edited by D. M. E. DYMES. Malvern, England: Le Play House Press, 1946. Pp. 1-80.

Following an address on "The Meaning of Synthesis," by H. A. Hodges, the volume presents discussions of synthesis in the older universities of England and Scotland, in the new universities of England and Wales, in American universities, in technical and science colleges, and in schools of education. It is interesting to see that British educators are troubled by some of the same problems as we Americans, although the evidence in the addresses suggests that they have less to be worried about than do we. One might add that the representatives of the older universities are, in fact, not much worried.

Of the several papers, I find two much more interesting than any of the others. One is that on American universities, by Lewis Mumford. It is an essay on modern civilization rather than upon the universities as such. He is concerned with the lack of integration in education only as part and symptom of the lack of it in our modern secular society. The other is that on the University of Wales, by A. Pinsent. It is a critical analysis of the history and social functions of higher education in Wales, seen in relation to the political, cultural, and economic development of the country. An essential point is that in Wales—as in many "minority" regions—higher education has served mainly as a ladder by which people of certain classes may climb out of their native social world. The folk of the country meanwhile developed their own instruments for transmitting and enriching their culture. This instrument was chapel religion. Mr. Pinsent conceives of synthesis in education not merely as some drawing-together of the separate subjects taught in schools but as a working-together of formal education and the ongoing life of the people. His paper is the only one in the series which undertakes sociological analysis of education in a particular society. It is, in addition, a contribution to our understanding of the educational problems of linguistic and cultural minorities.

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The Jewish Problem. By W. W. SIMPSON ("Racial Relations: Studies in Conflict and Co-operation," No. 1.) Malvern, England: Le Play House Press, 1945. Pp. 1-8. 6d.

The Relations of White People and Coloured People in Great Britain. By K. L. LITTLE. ("Racial Relations: Studies in Conflict and Co-operation," No. 2.) Malvern, England: Le Play House Press, 1946. Pp. 1-8. 6d.

These pamphlets are of interest chiefly as the British counterpart of many American publications designed to bring certain facts of race relations before the public in the interest of improving them. The one concerning the Jewish problem contains no information or arguments not current in this country. That on relations between colored and white people does contain facts new to most people here. One gathers that the attitudes of white Britons toward the small permanent Negro population are of the type of the attitudes of northern whites in this country, i.e., English whites are more intent on keeping the colored people at a distance than on keeping them subordinate.

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Theory and Practice in Historical Study: A Report of the Committee on Historiography. Social Science Research Council, Bull. 54. New York, 1946. Pp. xi+177. \$1.75.

This is a curious piece of bookmaking. It starts with an introductory chapter by Charles A. Beard, in which he spends twelve pages and many long words to say that the humanistic sciences are based on the facts of the past or of the present, that their interpretations must be tested by such facts, and that therefore the historian should know what he is doing when he sets out to write history. All very true, but not startlingly novel. This is followed by a chapter by Professors J. H. Randall, Jr., and G. Haines IV, called "Controlling Assumptions in the Practice of American Historians." This is, in fact, a really interesting and sound account of what have been the principles of selection and interpretation of historical facts consciously or unconsciously employed by American historians in writing American history. Chapter iii consists of an article by Professor H. K. Beale which covers somewhat the same ground